

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Summer 2011

Type of Action:

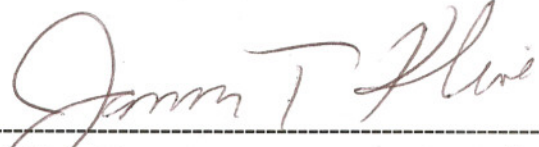
- New
- Modification
- Cancellation

Course Alpha and Number: EN 094

Course Title: Writing & Grammar Study III

Reason for initiating, revising, or canceling:

The reason for modifying this course guide is to reflect the change of textbook, to comply with the schedule for periodic course guide review, and to include a statement concerning the long-standing policy of awarding payment to the instructor for a writing course.



James Kline, Proposer 3.30.11
Date



James Kline, Department Chair 3.30.11
Date



Barbara Merfalen, Dean of Academic Programs and Services 5.31.11
Date

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Course Guide

Course: EN 094 Writing & Grammar Study III

1. **Department**
Languages & Humanities
2. **Purpose**
EN 094 is designed to provide advanced level ESL students with an opportunity to improve their writing skills. This course introduces the five-paragraph essay, introduces a variety of rhetorical organizational patterns necessary for competence in expository writing, continues to bridge the gap from guided to independent writing, and continues to develop student grammatical skills. Instructors in content area courses have indicated that such writing skills are needed in order for students to successfully fulfill course requirements such as completing written assignments and taking essay tests.
3. **Description**
 - A. **Required/Recommended Textbook(s) and Related Materials**
Required: Fawcett, Susan. Evergreen: A Guide to College Writing. 8th ed. Boston MA: Houghton Mifflin, 2007.
Readability level: 8.5
 - B. **Contact Hours**
 1. **Lecture:** 4 per week/ 60 per semester
 2. **Lab:** Recommended 42 hours per semester
 - C. **Credits**
 1. **Number:** 4
 2. **Type:** NDU
 - D. **Catalogue Course Description**

This is an advanced writing course for second-language learners. It is a continuation of EN 084. Emphasis is placed on developing an expanded facility in the use of the more basic organizational patterns of expository writing as well as in the use of grammar. The course aims to bridge the gap between guided writing and independent writing. Supplemental laboratory work in the Educational Enrichment Center is required and is assigned by the instructor. Prerequisites: EN

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084 or scores of 50-54 on Part 2 of the NMC Placement Test and 8 or 9 on the NMC Placement Essay.

E. Degree or Certificate Requirements Met by Course

Certificate, Degree or Other Requirements Met by Course: None

F. Course Activities and Design

The course is designed to provide an opportunity for advanced level ESL writers to improve their syntactic and rhetorical skills within academic contexts. The focus of this course is on providing the student with the tools to become a more proficient and fluent English writer.

Classroom activities involve reading, speaking, and listening skills as well as writing skills. These include journal writing, discussions in pairs or groups, lectures, reading model essays, problem-solving activities, writing, editing, and proofreading.

The Educational Enrichment Center activities allow students to study and practice certain syntactic and rhetorical tasks with material provided in the EEC or by the instructor. Tutors will be available to review and assist students with these tasks, and to record and report student progress. Computers are available for students to type their essays.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

This class is designed for students who score between 50 and 54 on the Grammar & Written Expression Section of the NMC placement test, and at 8 or 9 on the essay test.

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5. Estimated Cost of Course; Instructional Resources Needed

To the Student: Tuition for a five-credit course, textbooks, and lab and materials fees.

To the College: Salary of instructor for 5 credits, which includes four (4) course credits as well as one (1) additional credit for teaching a writing course.

Instructional resources needed for this course include chalk and chalkboard, TV/ VCR and videotapes, tape recorder and audio tapes, overhead projector and transparency sheets. The Educational Enrichment Center has its own printed materials, kits, and computer software to enhance student learning.

6. Method of Evaluation

Only P (Pass) or NP (No Pass) or TF (technical failure) grades are given in this NDU course. (TF is assigned only for excessive absences, i.e., > 9 absences.) NMC's grading and attendance policies will be followed.

7. Course Outline

The following is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

1.0 Getting Started

- 1.1 Exploring the writing process
- 1.2 Prewriting to generate ideas

2.0 Discovering the Paragraph

- 2.1 Defining and looking at the paragraph
- 2.2 Narrowing the topic and writing the topic sentence
- 2.3 Generating ideas for the body
- 2.4 Selecting and dropping ideas
- 2.5 Arranging ideas in a plan or an outline
- 2.6 Writing and revising the paragraph
- 2.7 Achieving paragraph coherence

3.0 Developing the Paragraph

- 3.1 Writing an illustrative paragraph
- 3.2 Writing a narrative paragraph

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- 3.3 Writing a descriptive paragraph
- 3.4 Writing a process paragraph
- 3.5 Writing a comparison or contrast paragraph

- 4.0 The Process of Writing an Essay
 - 4.1 Looking at the essay
 - 4.2 Writing the thesis statement
 - 4.3 Generating ideas for the body
 - 4.4 Ordering and linking paragraphs in the essay
 - 4.5 Writing and revising essays
 - 4.6 Writing the introduction, the conclusion, and the title

- 5.0 Developing the Essay
 - 5.1 Writing an illustrative essay
 - 5.2 Writing a narrative essay
 - 5.3 Writing a descriptive essay
 - 5.4 Writing a process essay
 - 5.5 Writing a comparison or contrast essay

- 6.0 Consistency and Parallelism
 - 6.1 Revising for consistent tense
 - 6.2 Revising for consistent number and person
 - 6.3 Revising for parallelism

- 7.0 Sentence Variety
 - 7.1 Mixing long and short sentences
 - 7.2 Using a question, a command, or an exclamation
 - 7.3 Varying the beginnings of sentences
 - 7.4 Varying methods of joining sentences

- 8.0 Language Awareness
 - 8.1 Avoiding vagueness: exact language
 - 8.2 Avoiding wordiness: conciseness
 - 8.3 Avoiding triteness: fresh language
 - 8.4 Using similes and metaphors: figurative language

- 9.0 The Simple Sentence
 - 9.1 Defining and spotting subjects
 - 9.2 Spotting prepositional phrases
 - 9.3 Defining and spotting verbs

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- 10.0 Coordination and Subordination
 - 10.1 Joining clauses with coordinating conjunctions
 - 10.2 Joining clauses with subordinating conjunctions
 - 10.3 Joining clauses with semicolons
 - 10.4 Clarifying relationship between clauses with conjunctive adverbs

- 11.0 Present Tense
 - 11.1 Defining subject-verb agreement
 - 11.2 Using three troublesome verbs in the present tense: *to be*, *to have*, *to do*
 - 11.3 Separating subject and verb

- 12.0 Past Tense
 - 12.1 Forming regular verbs in the past tense
 - 12.2 Forming irregular verbs in the past tense
 - 12.3 Using a troublesome verb in the past tense: *to be*
 - 12.4 Working with a troublesome pairs in the past tense: *can/could*, *will/would*

- 13.0 The Past Participle
 - 13.1 Forming past participles of regular verbs
 - 13.2 Forming past participles of irregular verbs
 - 13.3 Using the present perfect tense
 - 13.4 Using the past perfect tense

- 14.0 Nouns
 - 14.1 Defining singular and plural
 - 14.2 Using signal words: singular and plural
 - 14.3 Using signal words with *of*

- 15.0 Pronouns
 - 15.1 Defining pronouns and antecedents
 - 15.2 Making Pronouns and antecedents
 - 15.3 Referring to antecedents clearly
 - 15.4 Using pronouns with *-self* and *-selves*

- 16.0 Prepositions
 - 16.1 Working with prepositions

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16.2 Using prepositions in common expressions

17.0 Adjectives and Adverbs

17.1 Defining and using adjectives and adverbs

17.2 Using the comparative and the superlative

17.3 Working with a troublesome pair: *good/well*

17.4 Listening for airline flight numbers

8. Instructional Goals

This course will introduce students to:

- 1.0 The writing process in formal academic assignments;
- 2.0 The prewriting techniques used to generate ideas for formal academic assignments;
- 3.0 Common methods for achieving coherence;
- 4.0 The process of writing the paragraph;
- 5.0 Writing illustrative, narrative, descriptive, process, comparative, and contrastive paragraphs;
- 6.0 The process of writing the essay;
- 7.0 Methods for writing introductions, conclusions, and titles for essays;
- 8.0 Writing illustrative, narrative, descriptive, process, comparative, and contrastive essays;
- 9.0 Techniques for improving the quality of written assignments; and
- 10.0 The common grammatical structures used in formal academic writing.

9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Demonstrate an understanding of the writing process in formal academic assignments;

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- 2.0 Use prewriting techniques to generate ideas for formal academic assignments;
- 3.0 Incorporate common methods for achieving coherence in academic writing;
- 4.0 Demonstrate knowledge of the paragraph writing process;
- 5.0 Demonstrate ability to write illustrative, narrative, descriptive, process, comparative, and contrastive paragraphs;
- 6.0 Demonstrate knowledge of the essay writing process;
- 7.0 Employ various methods for writing introductions, conclusions, and titles for essays;
- 8.0 Demonstrate ability to write illustrative, narrative, descriptive, process, comparative, and contrastive essays;
- 9.0 Utilize various techniques to improve the quality of written assignments; and
- 10.0 Demonstrate substantially improved awareness of the grammatical structures used in formal academic writing.

10. Assessment Measures

Students will be evaluated on the basis of:

1. Regular class attendance
2. Completion of class and lab assignments
3. A final exam of two parts: the TOEFL, on which the student should score at least 55 on Part Two: Grammar & Written Expression and a concise, well-organized essay of approximately 250 words, free of significant grammatical errors, which is evaluated by three English instructors, and scored at 10 or higher on a twelve-point scale.

NMC's grading and attendance policies will be followed.

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